

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

5.1. Conclusions

After analyzing the findings, conclusions are drawn as the following:

- a. The student's grammar mastery has positive and significant correlation with their comprehension of expository texts. The student's grammar mastery contributes positively and significantly to their comprehension of expository texts. The 47 % contribution means that the variation on the grammar mastery variable can predict the comprehension of expository texts up to 47%.
- b. Vocabulary mastery has positive and significant correlation with their comprehension of expository texts. The student's vocabulary mastery contributes positively and significantly to comprehension of expository texts. The 24 % contribution means that the variation on the vocabulary mastery variable can predict the comprehension of expository texts up to 24%.
- c. Both grammar and vocabulary mastery simultaneously has positive and significant correlation and contribute up to 71% to comprehension of expository texts. From the variation on comprehension of expository texts can be predicted by both independent variables. In

other words, grammar and vocabulary mastery improve the English Department of Samudera Langsa University students' comprehension of expository texts.

5.2. Implications

Based on the conclusions above, there are some implications that can be derived as the following;

1. The result of this research shows that the grammar mastery has positive and significant correlation with the comprehension of expository texts. It is clear and definite that students absolutely need grammar mastery to comprehend expository texts because grammar mastery can improve the comprehension of expository texts. Thus, the consequence is that if the students have low grammar mastery, the comprehension of expository texts will be low. In reverse, if the students have high grammar mastery, the comprehension of expository texts will be high. Regarding the interconnection of grammar mastery with the comprehension of expository texts, the lecturers of English should identify the students' grammar mastery covering the mastery of syntax and semantics. The identification will inform the lecturers the weaknesses of the students whether in syntax or semantics that in turn the lecturers will give learning processes to encounter the weaknesses.

2. The results of this research shows that vocabulary mastery has positive and significant correlation with comprehension of expository texts. It is clear and definite that students absolutely need vocabulary mastery to comprehension expository texts because vocabulary mastery can broaden the students' horizon in discussing texts. Thus, the consequence is that if the students have low vocabulary mastery, the comprehension of expository texts will be low. In reverse, if the students' vocabulary mastery is high, the comprehension of expository texts will be high. Regarding the importance of vocabulary mastery to comprehension of expository texts, there are a few recommendations that the lecturers of English can do to facilitate the students: (a) the students must have Standard English dictionaries, (b) the students must have vocabulary mastery required for English class, (c) the University and English Department must provide English literary in the department and university, (d) the students must have strong motivation to increase the vocabulary mastery for example by doing extensive reading, force themselves to increase the vocabulary mastery by adding a number of new entries a day.
3. The positive and significant correlation of both grammar and vocabulary mastery with the comprehension of expository texts shows that both of them are urgent to the comprehension of expository texts. If

the grammar and vocabulary mastery are low, the comprehension of expository texts will be low. In reverse, if the grammar and vocabulary mastery is high, the comprehension of expository texts will be high. The consequence of the interconnection of both grammar and vocabulary mastery to the comprehension of expository texts is the students must keep on learning and learning in order to improve the ability by utilizing all the literatures in the personal or university library and consult the English lecturers frequently.

5.3. Suggestions

In relation to the research findings, suggestions are addressed to

- a. The head of English Department and Faculty that is to provide more complete reading texts and books especially expository texts in the department and faculty library in order to enhance the students' ability in reading.
- b. The lecturers of English that is to apply the active and comprehensive teaching learning strategies for reading to help the students increase their comprehension of English reading texts especially expository texts.
- c. The students that is to read more texts, books, literatures, magazines, and newspaper to improve their reading ability. Thus, they have to increase their mastery of grammar and vocabulary.

- d. Other researchers that is to conduct other researches to follow up this research especially concerning other different variables such as (1) the effect of gender on comprehension of English texts or (2) a comparison between social and science students in comprehending English texts that give contributions to comprehension of expository texts covering larger population.



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